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UNIT 2

Reading for Life

Writers on Writing

Carol Jago

Carol Jago has taught English for thirty two years. She also wrote an education column for the *Los Angeles Times* and is the author of nine books for teachers.

Carol Jago on Writing for Life

"A few months ago my best friend and I were out on our usual jog through the neighborhood. It was a beautiful summer day. As we crossed the street in front of a large yellow truck, cheerfully chatting about this and that, a sanitation worker accidentally dropped the high-pressure hose he was holding in his hands. Before the man could bring what seemed like a massive live snake back under control, the two of us were sprayed from head to toe in raw sewage. Twice.

Needless to say it was a nasty business. We ran back to my friend's house, showered under the hottest water we could stand, and dumped the clothes we were wearing into the trash. As soon as we were dry and wrapped in bathrobes, we sat down to write.

Together we composed a complaint to the Los Angeles Sanitation Department. We didn't threaten to sue the city or in any way suggest that the man with the hose was at fault. It was an accident. We explained that though the incident was truly unpleasant, it had not resulted in any lasting physical harm or injury. What we did claim was that the city owed us for our discarded clothes.

Now the cost of two tee shirts and two pairs of shorts is a small thing, but writing that letter helped us feel a lot better. Setting out our complaint on paper got the bad taste out of our mouths—yes, the water from the hose got into our mouths along with in our eyes and ears—and allowed us to begin to laugh about it all.

When our $30 checks from the Sanitation Department arrived in the mail, we cheered. This time around, the pen was mightier than the hose."

Think as a Writer

Think of a situation where you might want to write a letter of complaint. What would you say?

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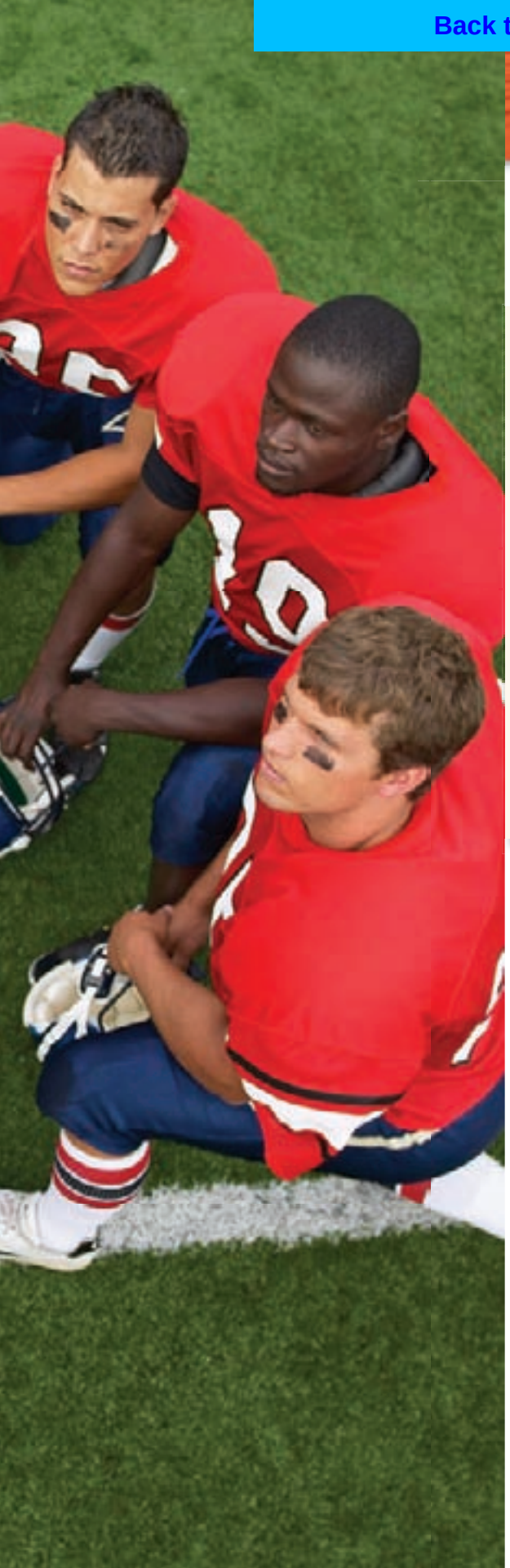

CHAPTER 5

Reading for Life

California Standards

Here are the Grade 9 standards you will work toward mastering in Chapter 5.

Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Reading Comprehension (Focus on Informational Materials)

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

2.3 Generate relevant questions about readings on issues that can be researched.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

"Ninety percent of leadership is the ability to communicate something people want."

—Dianne Feinstein

What Do You Think?

What does it take to succeed in the world?

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Informational Text Focus

by **Carol Jago**

What Documents Will You Read for Life?

Have you ever tried to read an instruction manual and found yourself utterly confused? Sometimes texts that are meant to provide us with important information can be difficult to understand. Good readers know not to panic. They slow down the pace of their reading, identify and look up critical vocabulary, and prepare to re-read passages several times. Here are some of the functional documents you may encounter in your everyday life.

Consumer Documents

A **consumer** is someone who buys or uses something. You, your parents, and your classmates are all consumers. Most of the things you buy come with **consumer documents.** Take a backpack, for example. An advertisement may have convinced you to try a particular backpack, or you may have read the features on a tag attached to it and have now decided to purchase the item. The more complicated the product is, the more complex the documents that come with it. Here are some consumer documents that you may encounter when buying or researching a particular product.

- **Product information** is often found on the box or label. It tells you if the product has the features you are looking for.
- **Instruction manuals** usually include more detailed product information. They also tell you how to set up and use the product.
- **Warranties** explain what happens if the product does not work as guaranteed and what you have to do to get it repaired or replaced.
- **Contracts** give information on the legal use of the product.

Public Documents

Simply stated, a **public document** is any document that is made public—for all to read. For example, when a government agency develops new regulations that affect consumers or citizens, the agency announces the information to the public. Other public documents inform citizens of decisions, responsibilities, and schedules of events or services. Government agencies, schools, libraries, fire and police departments, transit departments, even movie theaters all produce public documents. Public documents come in many forms. Here are some that may be familiar to you:

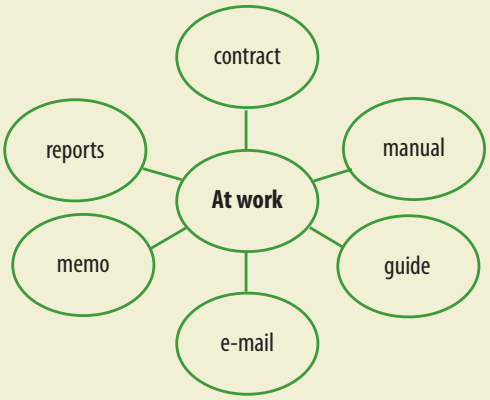
- Newspaper articles
- Fliers or posters
- Legal records
- Speeches by politicians
- Emergency evacuation guidelines
- Travel advisories
- Congressional proceedings

Reading Standard 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. **Reading Standard 2.6** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). **Reading Standard 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Workplace Documents

Documents that are created for and by employees are called **workplace documents.** When you look for a job, for example, you may write a **business letter** in which you state your qualifications and ask for an interview. You might include a **résumé,** a formal list of your educational and work experience, or fill in an **application** supplied by the employer.

When you are hired, you might be asked to sign an employment **contract.** Your employer may give you an **employee manual,** which spells out rules and instructions related to your job. **User guides** will show you how to use the office equipment. On the job, you will communicate with others using **e-mail, memorandums,** often called memos, and **reports.**



As is the case with many types of documents, workplace documents follow a predictable structure and format. The **structure** of a document refers to the way the information is presented to the reader. Workplace documents are usually divided into sections, each with its own header. Each section contains a different idea or piece of information, making it easy for the reader to locate information. The **format,** or design, of a document is important to its effectiveness because it focuses the reader's attention to key words, sections, and ideas.

Technical Directions

You often follow directions when you cook, play music or sports, exercise, or dance. Instructions for assembling or using a mechanical or electronic device or for performing a scientific activity are called **technical directions.** You want to follow all directions carefully, especially technical directions. If you make a mistake and skip a step or perform one out of order, the device or experiment may not work.

Well-written directions often have **numbered steps** and clear **diagrams** that make them easy to follow. These tips can help you follow technical directions:

1. Read through *all* the directions before you begin.
2. Follow each step in order.
3. Compare what you are doing with the drawings and illustrations.

Your Turn Analyze Documents

Create a chart like this one in your *Reader/Writer Notebook*. Then, fill in at least two examples for each type of document.

	Examples
Consumer documents	
Public documents	
Workplace documents	
Technical directions	

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Reading Skills Focus

by **Kylene Beers**

What Reading Skills Help You Analyze Informational Documents?

Since so many of the things you will want to do in life—such as make smart purchases, find a job, or create and market a new product—require the use of functional documents, you need to know how to read them. Below are some skills that will help.

Skimming and Scanning

These two skills can help you preview a document to find the specific information you need without wasting time.

Skimming gives you an overview of the document. You look through it quickly by reading the title, heads, and subheads. You also read the first line or two of each paragraph to decide if it is a part of the document you want to read more carefully.

Scanning helps you find particular information in a document. You look for boldface or italic terms, key words or phrases, or any other important details that relate to your topic. When you find them, you read those sections more carefully to learn what they say about your topic.

Skimming gives you a broad view.

Scanning gives you a focused view.

Taking Notes

Informational documents and technical directions often contain important information that you need to remember, so it is a good idea to take notes. There are many different ways of **taking notes.** You might keep notes

- in a **notebook,** like your *Reader/Writer Notebook*
- on **notecards,** such as index cards
- on **self-adhesive notes** that you attach to the document
- in the **margins**—if you own the book or document
- by **highlighting** important phrases, sentences, or paragraphs—again, if you own the book or document
- on a **computer**

When taking notes, be sure to write down *all* the important information you will need. If you are recording facts and statistics, make certain they are accurate. If you are quoting an author, note the quotation exactly as written. Also, include any information necessary to help you find the material again. Include the source title, author, publisher, and page number or URL as appropriate.

Reading Standard 2.3 Generate relevant questions about readings on issues that can be researched.

Adjusting Reading Rate

When reading functional documents, you must learn how to **adjust your reading rate.** When you skim and scan, for example, you read quickly. Then, when you find the information you are looking for, you slow down and read more carefully. While taking notes, you have to read slowly and thoroughly to be sure the information in your notes is correct.

You might read quickly through a newspaper article or an advertisement, but you need to slow down when reading detailed product information or an employee manual. You will first want to read technical directions quickly to get a general idea about what is included. Then, read them carefully a second time as you follow the steps. Legal documents such as contracts and warranties require a slow, precise reading so you will know exactly what you can expect—and what is expected of you.

Reading Rate	Documents
quick	newspaper articles; advertisements
slower	product information; employee manual; business letters; schedules
slowest	technical directions; contracts; warranties

Asking Questions

Good learners **ask questions** to clarify new information, to get answers, and to critique a text. Here are some of the many questions you might ask when reading various types of documents:

- Does this product have the features I want?
- Is this advertisement telling the truth?
- What are the hidden costs of this service?
- What is this document *not* telling me?
- What exactly is covered in this warranty?
- What am I responsible for in this contract?
- Are these directions presented logically?

Your Turn Reading Informational Documents

Read this train timetable, and answer the questions that follow.

Depart	*Arrive*	*Notes*
Georgeville	**Allendale**	
8:00 A.M.	9:15 A.M.	Track 1: Express
9:00 A.M.	9:35 A.M.	Track 5: Local
9:30 A.M.	10:45 A.M.	Track 5: Sunday only
10:00 A.M.	11:15 A.M.	Track 1: Express

Fares:	**Adults:**	$12.00 one way	$20.00 round trip
	Children:	$4.00 one way	$6.00 round trip
	Seniors:	$8.00 one way	$12.00 round trip

1. Would you skim or scan to find the train that departs at 10:00? Explain.
2. Which information on the timetable would you read slowly and carefully?
3. What questions might you have that are *not* answered here?

Now go to the Skills in Action: Reading Model

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SKILLS IN ACTION

Reading Model

DOCUMENTS

Read with a Purpose Read to learn more about consumer documents.

Consumer Documents

From the Manufacturer to You

Picture before you an unopened box. In it is the latest and greatest computer game. In your hurry to get it out of the box, you let a sheaf of papers slide to the floor. There they lie in danger of being thrown out with all the packing materials. Be sure you retrieve and read them carefully. These **consumer documents** can make a big difference in how much you enjoy your new game.

Reading Focus

Skimming Skimming through the information on this page informs you that the text is about the types, elements, and features of consumer documents.

Elements of Consumer Documents

Here are some types of consumer documents and the **elements,** or types of information, that each document provides:

- **product information**—descriptions of what the product will do
- **instruction manual**—information on how to use the product
- **warranty**—details of company and owner responsibilities if the product does not work

Consumer documents itemize, or detail, the unique **features** of each product. Here are some samples.

Product Information

WYSIWYGAME ARTS

CPU	800MHz
Video card	250 MHz GPU
Resolution	1920 × 1080 maximum
Memory	128 MB
Storage	Memory Card—Hard Drive
Sound card	64 Channels
DVD	Yes
Media	12 × DVD-ROM 6.2 GB Capacity
Hard drive	8 GB
Modem	Yes
Ethernet port	Yes
Controllers	4

Safety Information

Please follow these safeguards regarding the installation and use of your game console:

1. When installing your game console, be certain that the unit receives proper ventilation. Vents in the console covering are provided for this purpose. Never block or cover these vents with any objects, such as fabric, books, or magazines.
2. Do not install your game console in a bookcase or an entertainment rack where it cannot receive proper ventilation.
3. Do not place the game console in direct sunlight or near a heat source, such as a radiator or hot-air duct.
4. Do not set the game console on a soft surface, such as a bed, sofa, or rug, since doing so may result in damage to the appliance.
5. Unplug this appliance from the wall outlet and contact a qualified service person under the following conditions:
   - **a.** The power-supply cord or plug is damaged.
   - **b.** Liquid has been spilled on, or objects have fallen into, the game console.
   - **c.** The game console has been exposed to rain or water.
   - **d.** The game console does not operate normally after you follow the operating instructions.
   - **e.** The game console has been dropped, or the cabinet has been damaged.
   - **f.** The game console exhibits a distinct change in performance.

Do not attempt to service this product yourself. Opening or removing the outside covers may expose you to dangerous voltage or other hazards. All service must be done by qualified service personnel.

Reading Focus

Adjusting Reading Rate You probably read through product information rather quickly. If you are seriously considering buying a video computer game, you should slow down and pay careful attention to the features listed in the product information. This way you will be sure to buy a product that has what you need.

Take Notes You might want to take notes on the features you care most about and compare them with the product information on other game packages.

Informational Text Focus

Consumer Documents This page from an instruction manual presents safety information for the use of the product. Specific instructions include the need to ventilate the console and to keep it stable and dry.

Informational Text Focus

Consumer Documents Instruction manuals often include important warnings. Be sure to read—and heed—them carefully.

Reading Model

Limited Warranty

WYSIWYGame Arts makes the following limited warranties. These limited warranties extend to the original consumer purchaser or any person receiving this product as a gift from the original consumer purchaser and to no other purchaser or transferee.

Limited Ninety [90] Day Warranty

WYSIWYGame Arts warrants this product and its parts against defect in materials and workmanship for a period of ninety [90] days after the dated or original retail purchase. During this period, WYSIWYGame Arts will replace any defective product or part without charge to you. For replacement you must deliver the entire product to the place of purchase.

Limited One [1] Year Warranty of Parts

WYSIWYGame Arts further warrants the parts of this product against defects in materials or workmanship for a period of one [1] year after the date of original retail purchase. During this period, WYSIWYGame Arts will replace a defective part without charge to you, except that if a defective part is replaced after ninety [90] days from the date of original purchase, you pay labor charges involved in the replacement. You must also deliver the entire product to an authorized WYSIWYGame Arts service station. You pay all transportation and insurance charges for the product to and from the service station.

Owner's Manual and Warranty Registration

Read the owner's manual thoroughly before operating this product. WYSIWYGame Arts does not warrant any defect caused by improper installation or operation. Complete and mail the attached registration card within fourteen [14] days; the warranty is effective only if your name, address, and date of purchase are on file as the new owner of a WYSIWYGame Arts product.

Informational Text Focus

Consumer Documents Warranties contain certain elements, such as eligibility restrictions, time limits, parts warranties, and disclaimers. Two features of this specific warranty are that only the original purchaser or gift recipient is eligible for the warranty and that the company will replace defective parts without charge for ninety days after purchase.

Reading Focus

Ask Questions One question you might ask here is, "How can I make sure that this company receives my registration card?"

Read with a Purpose What did you learn about consumer documents?

SKILLS IN ACTION

Wrap Up

Reading Standard 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Into Action: Functional Documents

In a chart like the one below, describe the types of information presented in the three consumer documents you just read.

Document	Type of Information
Product information	
Safety information	
Warranty	

Talk About . . .

1. With a partner, talk about whether you found these consumer documents easy or difficult to understand. How well was the information presented? Was it easy to find? Try to use each Academic Vocabulary word listed at the right at least once in your discussion.

Write About . . .

Use the underlined Academic Vocabulary words in your answers to the following questions. Definitions appear at the right.

2. What is the function of workplace documents?
3. Why is it important that technical directions be coherent?
4. What might be the consequences of poorly written directions?
5. What type of information might be specified in a warranty?

Writing Skill Focus

Think as a Reader/Writer

In Chapter 5, you will read documents and directions like those you will encounter in life. The Writing Skills Focus activities on the Preparing to Read pages help you recognize how each document presents information. On the Standards Review pages, you will check your understanding of these documents.

Academic Vocabulary for Chapter 5

Talking and Writing About Informational Documents Academic Vocabulary is the language you use to write and talk about informational documents. Use these words to discuss the documents you read in this chapter. These words are underlined throughout the chapter.

coherent (koh HIHR uhnt) *adj.:* clear; connected logically; understandable. *It is usually easy to understand a coherent document.*

consequences (KAHN suh kwehns ehz) *n.:* results; outcomes. *The consequences of poorly written directions could be confusion and despair.*

function (FUHNGK shuhn) *n.:* typical action of something. *The function of consumer documents is to inform consumers about products or services.*

specify (SPEHS uh fy) *v.:* state in detail. *Product information on clothing labels may specify the size, material, and laundry instructions.*

Your Turn

Copy the Academic Vocabulary words into your *Reader/Writer Notebook*. Then write sentences in which you use each of the four words correctly.

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INFORMATIONAL TEXT FOCUS

Following Technical Directions

What Do You Think?

Why is it important to understand the way things work?

QuickWrite

Think about types of technical documents you have read. What directions or instruction manuals have you found particularly useful? Write down your ideas.

USER'S MANUAL

Preparing to Read

Reading Standard 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Following Technical Directions

Informational Text Focus

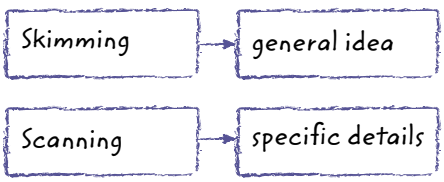
Following Technical Directions Instructions for using computers as well as other scientific, mechanical, and electronic products are called **technical directions.** Technical directions instruct you in how to conduct an experiment in a chemistry lab, how to fix a flat tire on your bicycle, how to program the remote control for your television, how to operate your new microwave oven, and how to install software on your computer. Although these directions may seem complicated at first, if you pay attention and follow each step carefully, you will accomplish the task.

Reading Skills Focus

Skimming and Scanning These reading skills can help you when you encounter an informational document.

- **Skimming** helps you get an overview of the document. Glance at titles, heads, and subheads and read the first line or two of each paragraph to get a general idea of what type of information is provided.
- **Scanning** helps you locate information in the document. Search for boldface or italic terms, graphics, and other important details for specific pieces of information.

Into Action As you read the directions that follow, skim to get the general idea and scan to find specific information.



Vocabulary

scan (skan) *v.:* copy text or graphics from paper into a computer file. *You can scan any picture into your computer to use in your documents or multimedia presentations.*

image (IHM ihj) *n.:* visual illustration; graphic. *Most presentations are improved by the addition of an interesting image.*

options (AH shuhnz) *n.:* choices. *Computer menus offer you many options for creating documents.*

Language Coach

Context Clues The Vocabulary words above are defined in ways that relate to computers, but they all have other meanings as well. Note the two meanings for the word *scan* you can find on this page. Then, look at the sentences above and make a list of the context clues that help you learn the meaning of the Vocabulary word. Use this strategy next time you come across a word you don't recognize.

Writing Skills Focus

Preparing for **Timed Writing** When you read the following technical directions, use your *Reader/Writer Notebook* to write down any steps that seem unclear or confusing.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Learn It Online

There's more to words than just definitions. Get the whole story on:

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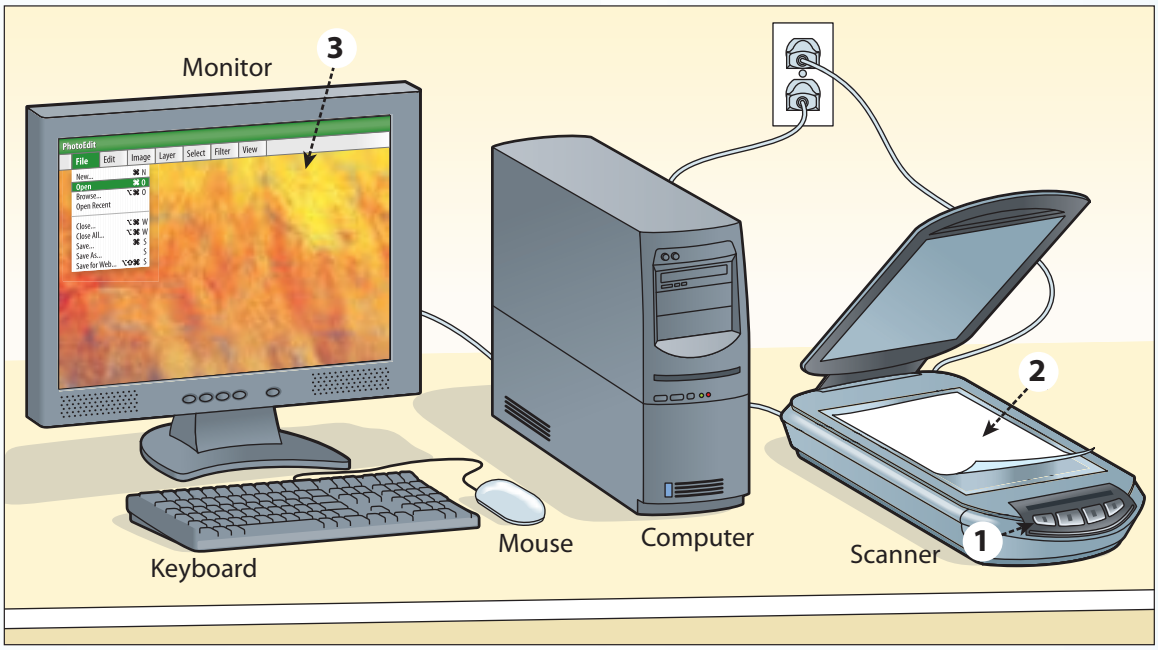
Read with a Purpose

Read the following technical directions from a user's manual to become familiar with the format and function of instructions.

Build Background

The following technical directions explain how to scan, edit, and save an image for your Web site using a made-up photo-editing program called PhotoEdit. The directions assume you have a scanner that is set up properly to work with your computer. Reading through these instructions will familiarize you with the process of following technical directions so that when you choose your own picture-editing software, you'll have no trouble getting the results you want.



Adding Graphics to Your Web Site

A

Setting Up

1. Make sure the scanner is turned on.
2. Place your image in the scanner. The image should lie face down on the glass, aligned according to the page-size indicators on the scanner.
3. Open up the PhotoEdit program.

A Reading Focus Skimming What does a quick read of the title and text on this page tell you about the topic of this document?

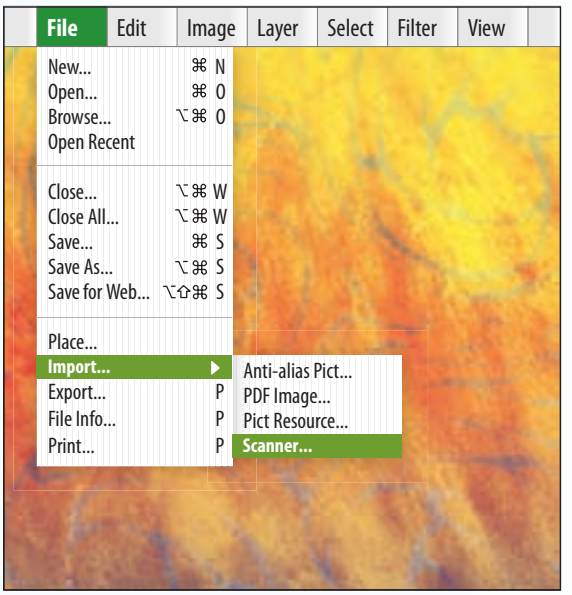
Vocabulary **scan** (skan) *v.*: copy text or graphics from paper into a computer file.
image (IHM ihj) *n.*: visual illustration; graphic.

Scanning

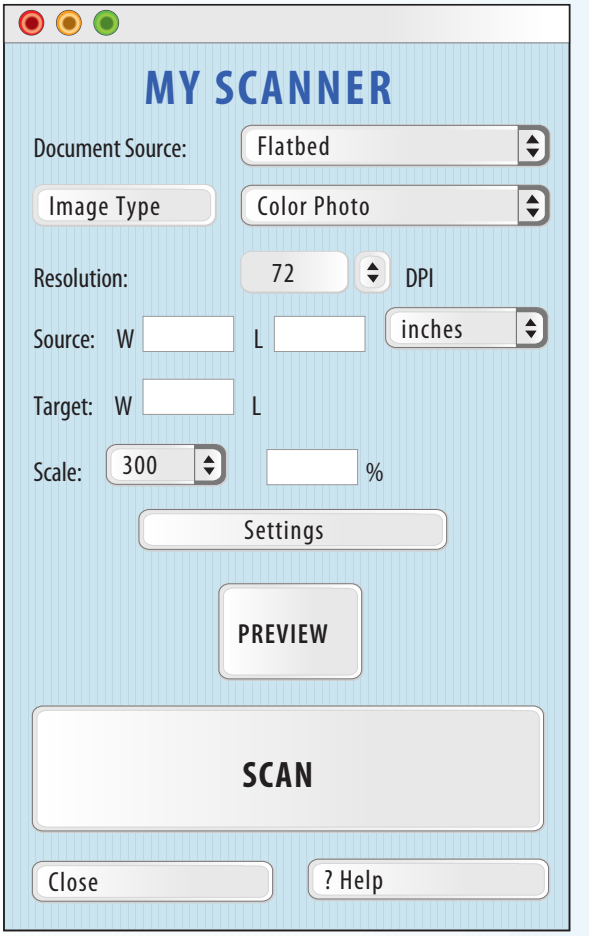
4. In PhotoEdit, under the File menu, choose Import; then select your scanner's name under the list of options. This will open up a scanning dialogue box within PhotoEdit. A preview of your picture will also appear. **Do not remove original image from the scanner.** B

5. With the cursor, select the area of the image you want scanned.

6. Set the size and resolution of the image. In general, scan your image at a larger size than the original (such as 200%) to provide more options for editing later on. For Web use, it is best to set the resolution to 72 dpi (dots per inch).



7. Click on SCAN. Your image will now open as an untitled document in PhotoEdit, ready to be edited.



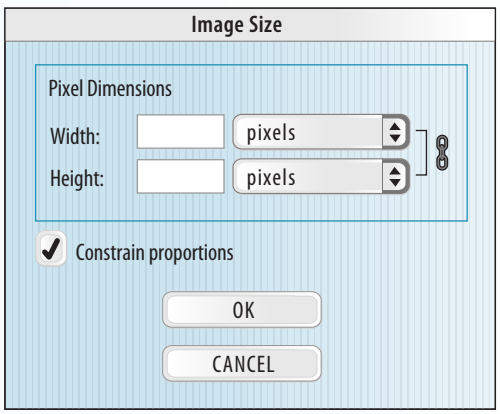
B **Informational Focus** Technical Directions
Why is this statement boldface?

Vocabulary **options** (AHP shuhnz) *n.*: choices.

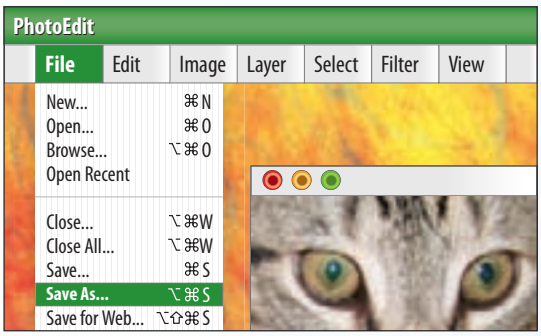
Editing

8. You may now perform any number of edits to adjust your image for Web use. You can crop, adjust the color, retouch, and sharpen the image in PhotoEdit.

9. In order to resize the image, you must decide how big you want it to appear on the Web page. First, make sure you are viewing the image at 100% (actual size). Next, go to the Image menu and choose the Image Size option. A dialogue box will open. If you want your image to be large, you may set the pixel size to 800 width x 600 height. If you would like your image to be a thumbnail size, set the width to a size of around 180 pixels. If the "Constrain proportions" option is enabled in this box, the image height will be set automatically.



10. Once you have entered the desired values, hit OK. You will now see the resized image. C



Saving

11. When you are satisfied with the way your image looks, go to the File menu and select Save As.

12. When you name your file, be sure not to exceed 31 characters, including the file extension.

13. Choose JPEG under file format (a JPEG is a compressed version of the file, suitable for Web use). When saving an image as a JPEG, you will have the option of setting the image quality and file size. For the Internet, it is best to choose a "medium" setting for these options.

14. Click OK. Your image is now ready to be uploaded onto your Web site.

Read with a Purpose Why do you think the writer of these directions included these images? What purpose do they serve?

C **Reading Focus** **Scanning** If you were scanning through the headers to find out how to edit your image, what steps would you read carefully?

Applying Your Skills

Reading Standard 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Following Technical Directions

Standards Review

Informational Text and Vocabulary

1. After you have placed your image in the scanner and opened up PhotoEdit, what is the first thing you need to do in order to scan the image?

A Input a resolution of 72 dpi.
B Change the image's size.
C Choose Save As from the File menu.
D Choose Import from the File menu.

2. You might want to scan your image at a larger size than the original because

A it is easier to see the image.
B it allows for more editing options.
C it will appear smaller on the Internet.
D you can't save the image if it's too small.

3. For Web use, your image should be set to a resolution of

A 200 dpi.
B 800 dpi.
C 7.2 dpi.
D 72 dpi.

4. When you *scan* a document into a computer, you

A copy it.
B read it.
C skim it.
D delete it.

5. Another word for *options* is

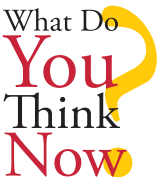
A opportunities.
B advantages.
C orders.
D choices.

6. When talking about computers or publications, *images* can also be called

A ideas.
B articles.
C graphics.
D headers.

Writing Skills Focus

Timed Writing Write instructions explaining how to perform a task that involves a machine or tool. You may, for example, choose to write directions for retrieving phone messages, sending an instant message on a cell phone, or sending a text message. Make sure that your steps are clear, coherent, and easy to follow.



Why is understanding technical directions important?

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INFORMATIONAL TEXT FOCUS

Citing Internet Sources

What Do You Think?

How does the Internet help you research information?

QuickTalk

Think of past essays, reports, and biographies that you've written. Were any of your sources from the Internet? When you searched for information on the Internet, where did you go to find it? Share what you find with your classmates.

STYLE MANUAL

Preparing to Read

Reading Standard 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Citing Internet Sources

Informational Text Focus

Citing Internet Sources You've probably been asked at some point to write a report or essay for which you've had to research a subject. Before you hand in your report, you must include a *Works Cited* list. This list of the sources you've used enables others to find and read them and also provides the authors of those sources with the appropriate credit. Because online information is updated often (in some cases, daily), citing Internet sources requires more information than citing print materials.

Reading Skills Focus

Taking Notes A good way to keep track of the sources you've used in your research is to use notecards. Your notecards can contain as much detailed information as you wish, but they must contain certain basic information.

Into Action Record information about Internet sources on notecards like the one below.

Description of Source	Essay
Author(s)	Dr. Luther Agons
Title	"Greek Military Tactics"
URL:	http://www.ancientworlds.com/Agons1

Writing Skills Focus

Preparing for **Timed Writing** As you look at example citations, pay attention to the formatting, especially the order in which the information appears.

Vocabulary

expansive (ehk SPAN sihv) *adj.:* covering many things; spread out; broad. *The World Wide Web is so large that it has become an expansive source of knowledge.*

expedient (ehk SPEE dee uhnt) *adj.:* helpful in the pursuit of a goal or desire; advantageous. *Because the Internet is so easy to access, going online to find information is expedient.*

Language Coach

Related Words Once you know one form of a word, you can more easily understand related words. For example, if you know the meaning of the verb *generate,* you can guess at the meaning of related words, such as *generation, regenerate,* and *generator.*

See if you can sort these words into the appropriate columns of the chart below: *expand, expanse, expeditious, expandable, expedite, expansively, expediential.*

Words Related to *Expansive*	Words Related to *Expedient*

Reader/Writer Notebook
Use your **RWN** to complete the activities for this selection.

Learn It Online
Master these words. Visit Word Watch at:
go.hrw.com H9-387 Go

STYLE MANUAL

Read with a Purpose Read this style manual to find out how to use and refer to information found on the Internet.

Guide to Citing Internet Sources

Recently, with the explosion of the World Wide Web, the Internet has become an expansive source of information. You may even find yourself doing most of your research online rather than using print media. In fact, in researching cutting-edge technologies, such as the video game industry, it may be more expedient to look for your information online. For example, if you want to find the latest news on graphics technology, or advances in hardware and software components, the frequently updated Internet would be your best bet.

After you have found your online sources, you need to cite them in any report you write, just as you would offline sources (books, magazines, newspapers). Since online information is easily updated, citing Internet sources requires more information than you may be used to providing in citation of print materials. You are *not,* of course, responsible for changes made in a site between the time you make your notation and the time your reader goes there to find the work. You *are* responsible for giving your reader as much information as you have. In particular, it is crucial that you reproduce the URL (uniform resource locator)—the site's Internet address—exactly, so that a reader may access the site.

General Format for an Online Source

Author's Last Name, Author's First Name (if known). "Title of Work." Title of Web Site or Database. Date of electronic publication. Name of Sponsoring Institution. Date information was accessed <URL>. A

Note: If an electronic address, or URL, must be broken at the end of a line, break the address immediately after one of the slash marks. Do not add a hyphen or any other mark of punctuation to indicate a division of an address.

A **Reading Focus** **Taking Notes** Why might copying this general format onto a notecard be helpful?

Vocabulary **expansive** (ehk SPAN sihv) *adj.:* covering many things; spread out; broad.
expedient (ehk SPEE dee uhnt) *adj.:* helpful in the pursuit of a goal or desire; advantageous.

The box below shows the types of information you will need to include in an online citation. It includes examples from **consumer, public,** and **workplace documents** you might find on the Internet. (Some of the sites are made up; some are real.) The examples follow the Modern Language Association (MLA) style. When you prepare a list of sources, which style you follow is less important than choosing one style and sticking to it. Ask your teacher which style you should follow.

You may confuse online citations with parenthetical citations. A parenthetical citation briefly cites the source of specific information at the point where it is cited. The bibliography or Works Cited list includes all the sources consulted and cited in the full text of the research paper. It is placed at the end of the research paper.

Sample Citations for Consumer, Public, and Workplace Documents

Product Information from a Commercial Site

"About the New WYSIWYGame Arts Console." WYSIWYGame Arts Console Page. 7 June 2009. WYSIWYGame Arts. 27 July 2009 <http://wysiwgame.com/console/index/asp>.

Article from an Online Nonprofit Magazine Dedicated to Protecting Consumers

Sleuthing, I. B. "And the Winner Is—Testing Today's Game Consoles." Digital. 25 June 2001. 7 Aug. 2009 <http://www.digital.org/main/article/gamcon/1.html>.

Article from a Reference Database (Encyclopedia)

"Programming Language." Electronic Library Presents: Encyclopedia.com. The Columbia Electronic Encyclopedia, Sixth Ed. 2005. Columbia UP. 15 July 2006 <http://encyclopedia.com/articlesnew/10538biblio.html>. B

Part of an Online Book Found on a Public-Library Site (Also Available in Print)

Case, Loyd. "Chapter 4—Graphics." Building the Ultimate Game PC. Indianapolis: Macmillan, 2005. netLibrary. 3 Aug. 2006 <http://emedia.netlibrary.com/nlreader/dll?bookid=38549&filename=Page_v.html>.

Copyright Forms from the Library of Congress (Government Office)

United States. Library of Congress. US Copyright Office. Form VA—For a Work of the Visual Arts. Washington: GPO, 2000. 2 Aug. 2002 <www.loc.gov/copyright/forms/formva.pdf>.

Information from a Company's FAQ Page

"Resource Code Game Software Developers May Use When Programming for Our Products." ShellGame, Inc. 7 June 2002 <http://www.shellgame.com/corp/faqs/faqslist.html>.

Posting to a Discussion List (Message Board)

Game Dawg. "Why More Polygons Mean Awesome Graphics." Online postage. 23 June 2001. Way Kool Net. 16 Aug. 2007 <http://www.waykoolnet.com/mboards/boards.cgi?board=prgm&read=9218>.

Quotation from an E-mail Communication

Nguyen, W. "Re: WYSIWYGame Arts Graphics." E-mail to the author. 21 Aug. 2007.

B **Informational Focus** **Internet Sources** What differences do you find in the first three examples of Internet citations?

Using Notecards

Ready to try a few Internet citations on your own? When you are researching on the Internet, it is a good idea to record your sources on three-by-five-inch cards like the ones at the right. (Most of these are made-up sources.)

Formatting Your *Works Cited* List

The last step in writing a report is to compile all the sources you have cited in a bibliography or *Works Cited* list (see page 388). Follow these formatting steps:

- At the top of the page, center the title "Works Cited."
- Alphabetize your sources by the author's last name. If no author is listed, alphabetize a source by the first two words in the title, ignoring *A, An,* and *The*.
- If two or more sources are by the same author, use the author's full name in the first entry only. For the other entries, type three dashes in place of the name, followed by a period and the rest of the citation.
- Double-space the list, and begin each entry at the left margin. If an entry runs longer than one line, indent the following lines five spaces.

Source Type: Consumer information
What it is: Online magazine article
Author(s): Art C. Graphic
Title: "Writing Game Software Without Writing Code"
Other Information: from Click magazine, printed 1/17/07. I found it on 8/5/07.
URL: http://www.clickmag.com/main/articles/artg/1.html

Source Type: Workplace document
What it is: Company software instruction manual
Author(s): V. Phat
Title: "User's Manual for Compiler Version 2.2"
Other Information: There is no print version (they change it too often). You have to print from the WYSIWYGame Arts company Intranet. It had last been updated 6/27/07 when I accessed the info on 7/3/07.
URL: http://www.wysiwygame.com/manuals.compiler2.2.html

Source Type: Public document
What it is: Government information service
Author(s): Federal Consumer Information Service, a division of the U.S. General Services Administration
Title: "Recalls"
Other Information: Note to myself: This is where I found out about the computer-chip recall from the company that WYSIWYGame Arts was considering switching to for its chips. I found the recall on 8/3/07 using my usual search engine. There was no notation of when the site had last been updated.
URL: http://www.pueblo.gsa.gov/recallsdesc.html

Read with a Purpose What new information did you learn by reading this style manual?

C **Informational Focus** **Internet Sources** Three different types of sources are cited on these cards. What function does each type of source serve?

Applying Your Skills

Reading Standard 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Citing Internet Sources

Standards Review

Informational Text and Vocabulary

1. The purpose of a *Works Cited* list is to

A document the sources used in your research.
B enable your readers to access your sources.
C credit the authors.
D all of the above

2. On a *Works Cited* list an author's name appears

A after the title of the work cited.
B last, at the end of the citation.
C first, with the first name first.
D first, with the last name first.

3. What is the most crucial information to reproduce accurately in an Internet citation?

A URL
B date you accessed the site
C title of the site
D author of the site

4. According to the MLA style, what is the correct way to cite a URL in a *Works Cited* list?

A hrw.com
B www.hrw.com
C http://www.hrw.com
D <http://www.hrw.com>

5. In your *Works Cited* list, how would you alphabetize an entry that does not have an author?

A Use *Anonymous* as the author's name.
B Alphabetize by the first two words in the title, ignoring *A, An,* or *The.*
C Type two dashes and a period, and then alphabetize by the title.
D Alphabetize by the month you accessed the Web site.

6. Something that is *expansive*

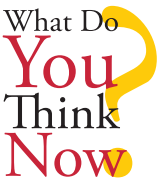
A covers many things.
B is very flexible.
C costs a lot of money.
D is in another country.

7. Something that is *expedient* is

A extensive.
B convenient.
C ancient.
D faraway.

Writing Skills Focus

Timed Writing Why do you think formatting guidelines for Internet sources have been developed? What purpose do they serve?



What have you learned about how to do research on the Internet?

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INFORMATIONAL TEXT FOCUS

Analyzing Workplace Documents

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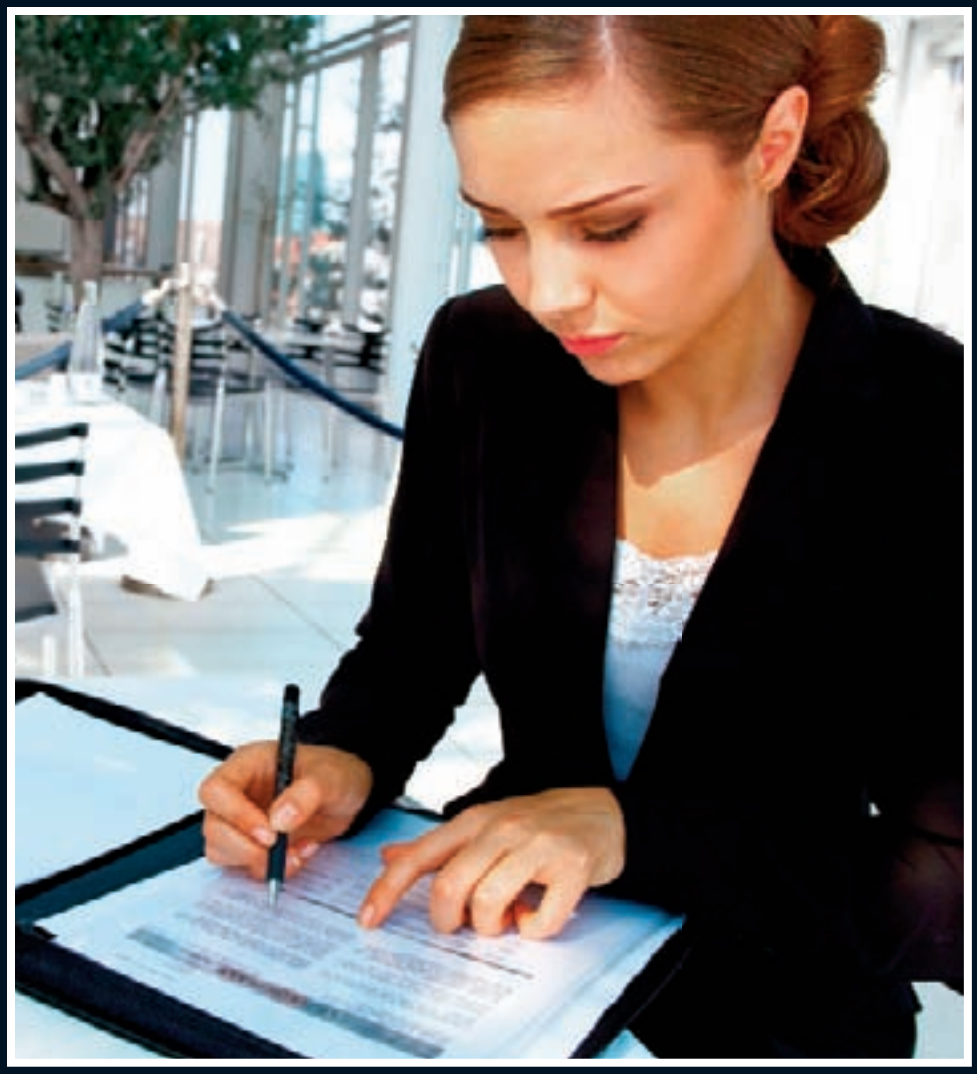


What Do You Think?

What do you need to know to succeed at a job?

QuickTalk

With a partner, discuss instances when the appearance of a document distracted or confused you.

WORKPLACE DOCUMENTS

Preparing to Read

Reading Standard 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Business Letter / E-mail Message / Web Site / Contract

Informational Text Focus

Analyzing Workplace Documents Most workplace documents follow a set **structure** and **format.** For instance, most business letters and memoranda use a header that shows who is to receive and read a particular document. Contracts usually have short, numbered sections with boldface headers that make it easier to specify, organize, and reference information. User guides and technical directions often include **graphics** such as **charts, diagrams,** and **illustrations** to aid comprehension. Web sites have many different structures and formats and often include attention-grabbing graphics features, including icons and colorful type.

Reading Skills Focus

Adjusting Reading Rate When you read workplace documents, you will probably find yourself **adjusting your reading rate.** You may quickly skim the address on a business letter and slow down to pay attention to its content. You will glance quickly through a user guide until you find the information you want. When you find it, you will slow your reading to learn what you need to know. You should always read contracts and other legal documents very slowly and carefully.

Into Action As you read the documents in this section, take notes on your reading rate. Here is an example.

Business letter—read heading and closing quickly; slowed down to pay attention to body of letter

Shareware agreement—

Game description—

Writing Skills Focus

Preparing for **Timed Writing** When you read the page from the WYSIWYGame Arts Web site, write in your *Reader/Writer Notebook* whether you find the structure and format of the site effective.

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

diligent (DIHL uh juhnt) *adj.:* hard-working. *A diligent student puts in a lot of time studying.*

differentiate (dihf uh REHN shee ayt) *v.:* distinguish by creating a difference between. *An interesting cast of characters will differentiate your game from all others.*

en route (ahn ROOT) *adv.:* along the way. *You may discover many adventures en route to your destination.*

Language Coach

Oral Fluency Sometimes, the letter combination *di–* has a long *i* sound, as in *diary* and *diet*. In two words in the Vocabulary list, however, that letter combination has a short *i* sound. Sort the following words that begin with *di–* into the proper categories in the chart below.

digress	digest	distinct
dissent	dissect	diction
dimension	disperse	dispose

Long *i* Sound	Short *i* Sound

Learn It Online

Learn more about e-mail and Web sites at MediaScope online:

go.hrw.com H9-393 Go

BUSINESS LETTER

Read with a Purpose
Read the following documents to understand how their features are used to achieve the authors' purposes.

3403 Old Orchard Road
Grand Rapids, MI 49503

March 10, 2009

Ms. Donna Jones, Senior Editor
GearTroll Magazine
5100 South Nixom Lane
Grand Rapids, MI 49503

Dear Ms. Jones:

For the past several months, I have been designing a computer game, and I have recently created a new Web site to promote it. Because you know so much about this industry, I wonder if you would be willing to offer your opinion. I want the site to be clear, interesting, and easy to use, and I would love to hear your ideas and suggestions.

I am a diligent student, and I like to spend my spare time developing my design and programming skills. I want to create new video games that will appeal to young adults like me. Now I have developed a game that I think can be very successful, and I want to make it available to users all over the world.

If you have any time available, I would also enjoy the opportunity to meet with you in person to discuss the Web site and my project. Please feel free to contact me at any time. You can reach me at gcruze@wysiwygames.com.

Again, thank you so much for your help. I am very much looking forward to hearing from you. A

Sincerely,

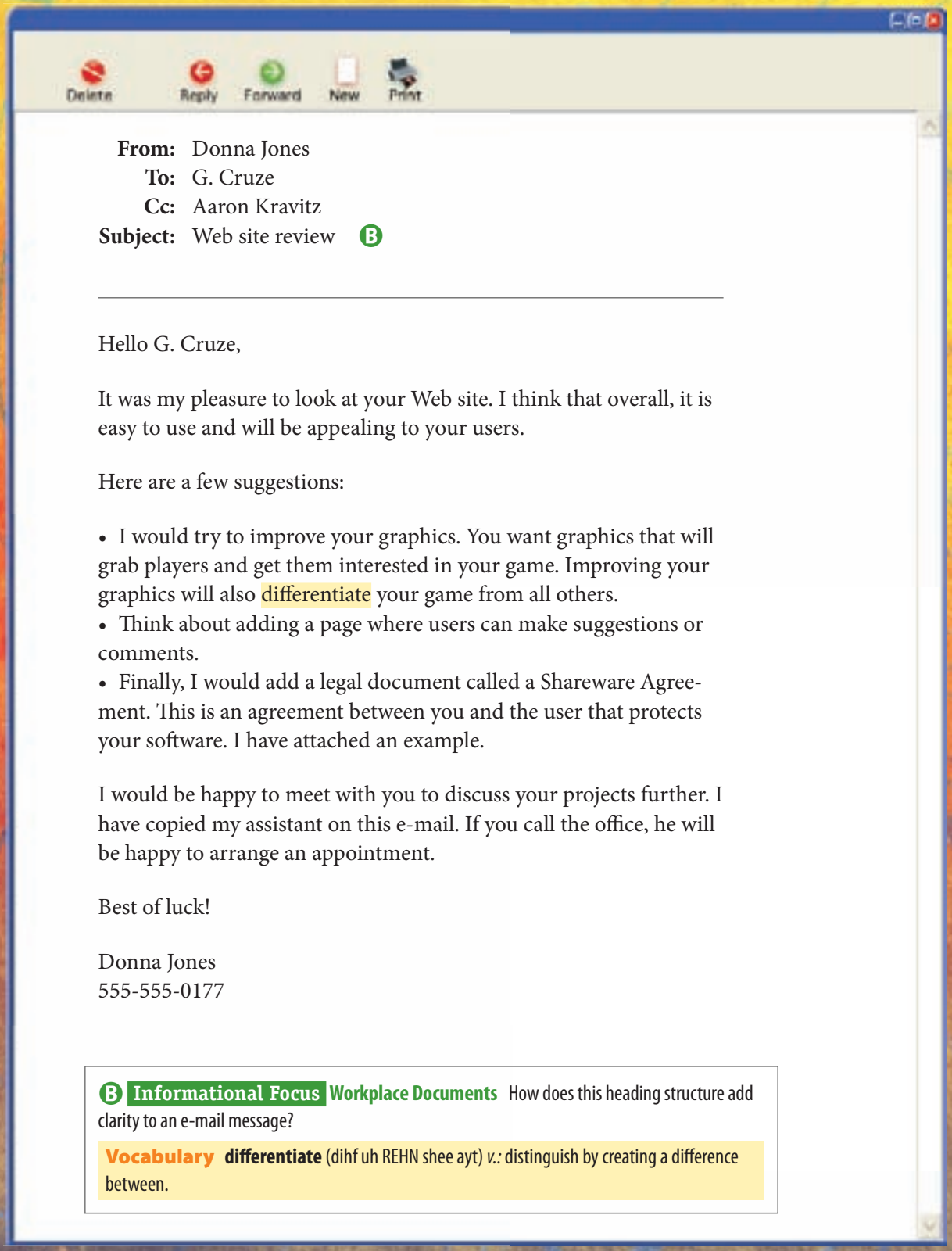
G. Cruze

G. Cruze

A **Reading Focus** **Adjusting Reading Rate** What is the main idea of this letter? Did you need to adjust your reading rate to find the main idea? Explain.

Vocabulary **diligent** (DIHL uh juhnt) *adj.*: hardworking.

E-MAIL



From: Donna Jones
To: G. Cruze
Cc: Aaron Kravitz
Subject: Web site review (B)

Hello G. Cruze,

It was my pleasure to look at your Web site. I think that overall, it is easy to use and will be appealing to your users.

Here are a few suggestions:

- I would try to improve your graphics. You want graphics that will grab players and get them interested in your game. Improving your graphics will also differentiate your game from all others.
- Think about adding a page where users can make suggestions or comments.
- Finally, I would add a legal document called a Shareware Agreement. This is an agreement between you and the user that protects your software. I have attached an example.

I would be happy to meet with you to discuss your projects further. I have copied my assistant on this e-mail. If you call the office, he will be happy to arrange an appointment.

Best of luck!

Donna Jones
555-555-0177

(B) **Informational Focus** **Workplace Documents** How does this heading structure add clarity to an e-mail message?

Vocabulary **differentiate** (dihf uh REHN shee ayt) *v.*: distinguish by creating a difference between.

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WEB SITE

C **Informational Focus** **Workplace Documents** What do the graphics add to the WYSIWYGame Arts Web site?

Game Description

You, Candy Rapper, are trying to get to the stadium to sing at the big benefit concert to aid farmworkers. En route, though, you are stopped by different characters—Terry Techno and Coyote Cowboy, for example—who demand that you play them *their* songs before they let you pass. With a quick check of the playlist, you dial up a song on your boombox. If you play the right song, you gain points and move on toward the stadium. If not, you lose points and have to stay until you find the right song. Can you make it to the stadium on time? If you do, you receive a standing ovation accompanied by a fireworks display. D

Would you recommend this game?

YES NO Post My Opinion

Game Facts

Version 1.0

Ages: 10–16

Date added: April 6, 2009

File size: 5.5 MB

Approximate download time: 13 min. at 56 kbps

Downloads: 8

Opinions (5): 80% YES; 20% NO

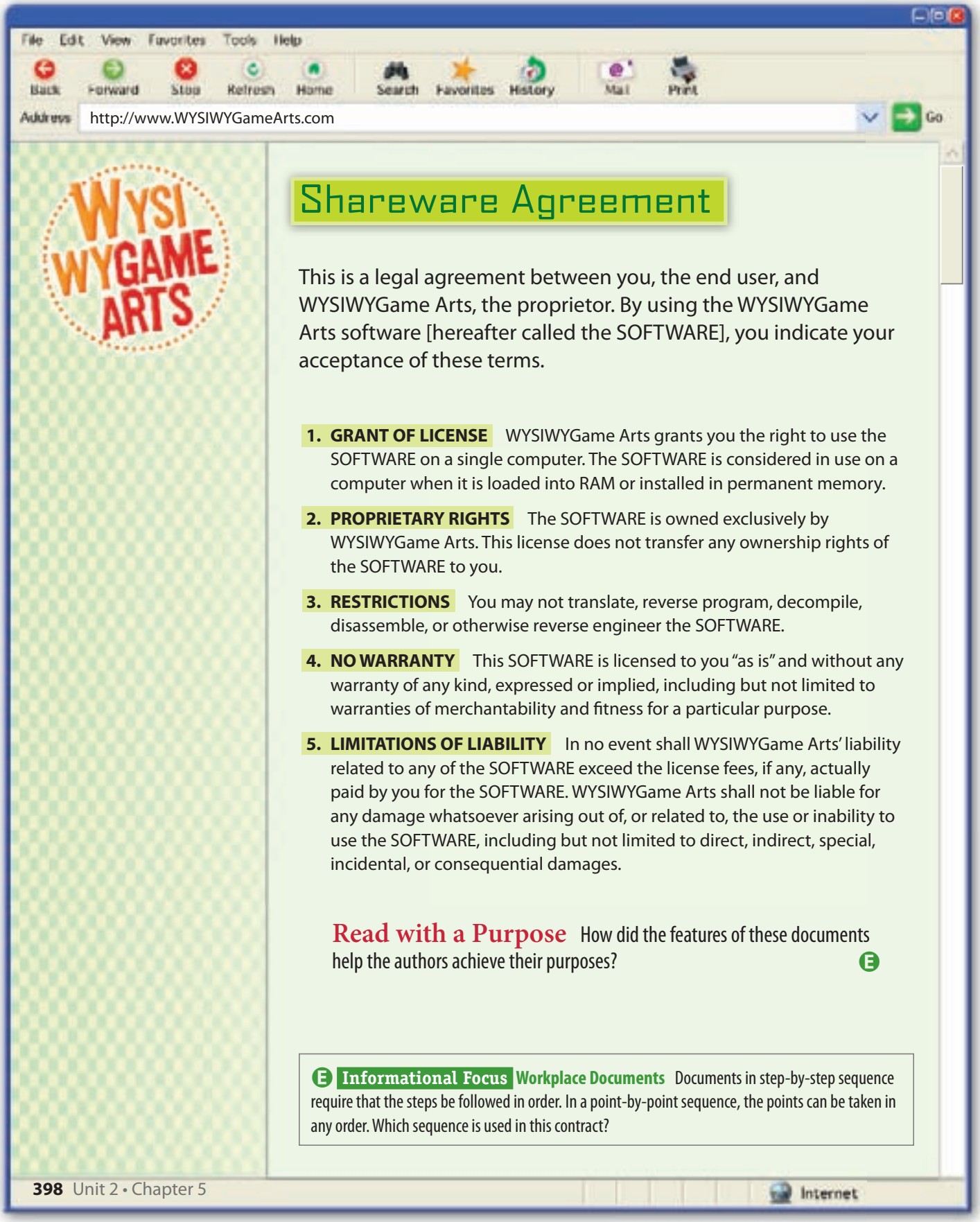
Licensee: Shareware

Download Now

D **Reading Focus** **Adjusting Reading Rate** The game description will help you decide if you want to play this game. What reading rate would you use to read the description?

Vocabulary **en route** (ahn ROOT) *adv.:* along the way.

CONTRACT


File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print
Address http://www.WYSIWYGameArts.com
Go
WYSI WYGAME ARTS

Shareware Agreement

This is a legal agreement between you, the end user, and WYSIWYGame Arts, the proprietor. By using the WYSIWYGame Arts software [hereafter called the SOFTWARE], you indicate your acceptance of these terms.

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Read with a Purpose How did the features of these documents help the authors achieve their purposes? E

E **Informational Focus** **Workplace Documents** Documents in step-by-step sequence require that the steps be followed in order. In a point-by-point sequence, the points can be taken in any order. Which sequence is used in this contract?

Internet

WORKPLACE DOCUMENTS

Applying Your Skills

Reading Standard 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Business Letter / E-mail Message / Web Site / Contract

Standards Review

Informational Text and Vocabulary

1. On the WYSIWYGame Arts Web site, the name of the computer game is displayed

A in a long paragraph.
B next to the company logo.
C under the "Download Now" icon.
D next to the "Read User Opinions" icon.

2. A repeated **graphic** icon on the Web site draws the reader's attention to

A the download icon.
B the search icon.
C the company logo.
D the game's name.

3. The Web site uses a list to

A describe the game.
B identify internal links.
C provide game facts.
D both a and b

4. The Web site uses all of the following elements of **structure** and **format** *except*

A bold and colored print.
B graphics and headers.
C step-by-step sequence.
D text placed in sections.

5. When you *differentiate* ideas, you

A show how they are the same.
B point out their differences.
C disagree with their theses.
D come up with additional ones.

6. A *diligent* student is

A hardworking.
B duty bound.
C direct.
D respectful.

7. Something discovered *en route* is found

A under a tree.
B on a highway.
C faraway.
D along the way.

Writing Skills Focus

Timed Writing Choose three structural, formatting, or graphic features of the WYSIWYGame Arts Web site and describe how each contributes to the designer's purpose in creating the site.

What Do You Think Now?

What have you learned about using workplace documents?

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INFORMATIONAL TEXT FOCUS

Evaluating the Logic of Functional Documents

CONTENTS

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What Is Wrong with This Document?
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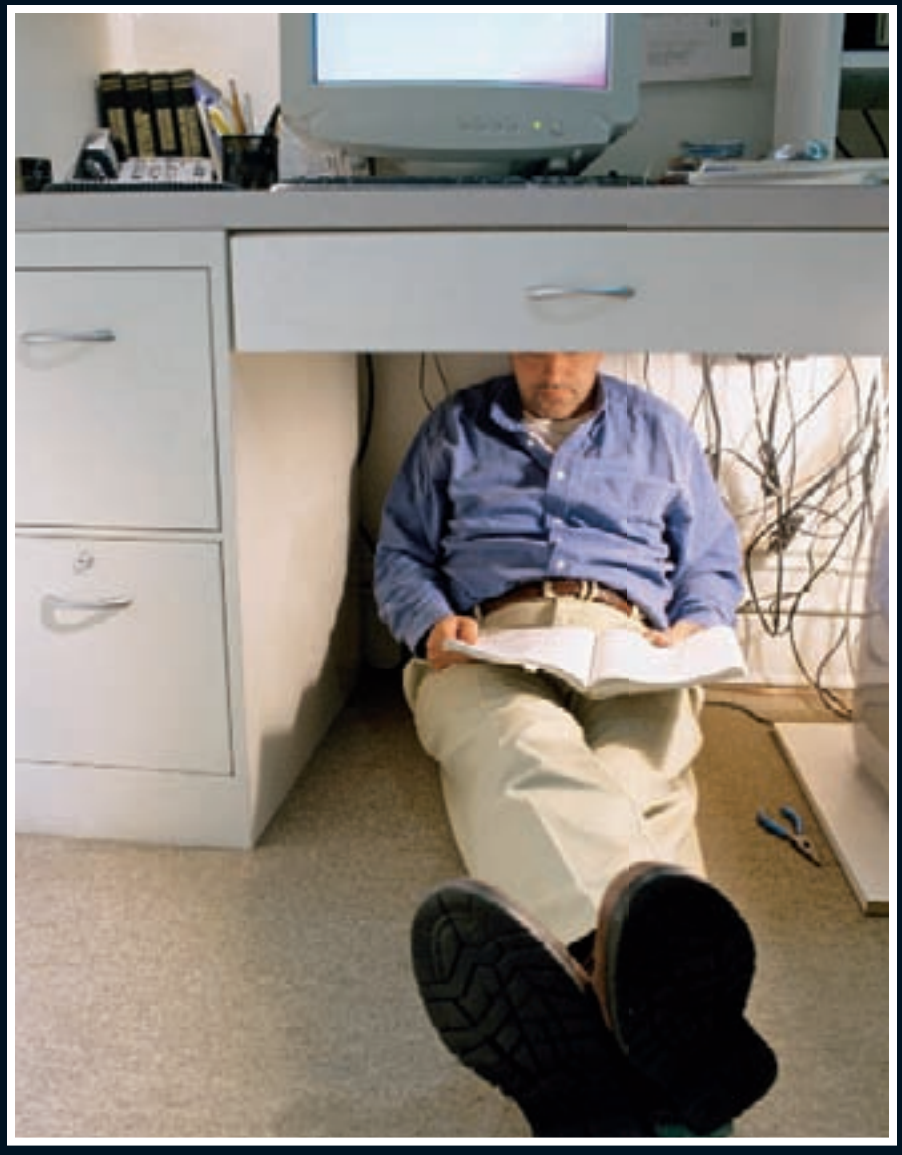
TECHNICAL DIRECTIONS
The Show Must Go On
page 404



What Do You Think?

Why is it important to be logical in our everyday lives?

QuickTalk

With a group of classmates, brainstorm examples of rules or directions that were confusing or made no sense. Compare your reactions to those situations.

FUNCTIONAL DOCUMENTS

Preparing to Read

Reading Standard 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

What Is Wrong with This Document? / WYSIWYGame Arts: The Show Must Go On

Informational Text Focus

Evaluating the Logic of Functional Documents Functional documents have to make sense. When documents are clear and logical, they help people get things done. By contrast, documents that are illogically sequenced or are missing steps are useless. In writing or evaluating functional documents, remember that **logical sequencing** requires that

- all the steps are included
- the steps appear in the correct order

Reading Skills Focus

Asking Questions It is a good idea to **ask questions** of any text you are reading, but especially when evaluating the logic of informational text. Here are some of the types of questions you might ask:

- Does this information agree with what I already know about the topic?
- What seems to be missing in this text?
- Is all the information in the correct sequence?

Into Action Use a chart like the one below to keep track of your questions and answers.

Document	My Questions	My Answers
Instruction manual	Are these steps in the right order?	
Technical directions		

Writing Skills Focus

Preparing for **Timed Writing** You will soon be reading some technical directions. In your *Reader/Writer Notebook,* note what is logical or illogical about the document. Which steps do you find confusing? How could they be made more coherent?

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

"What Is Wrong with This Document?"

critical (KRIHT uh kuhl) *adj.:* essential; important. *Directions are hard to follow if a critical step is left out.*

flawlessly (FLAW lihs lee) *adv.:* without error; perfectly. *She followed each step of the directions flawlessly.*

The Show Must Go On

decompression (dee kuhm PREHSH uhn) *n.* used as *adj.:* here, having the ability to expand a compressed file. *You can use decompression software to restore your compressed files.*

Language Coach

Affixes In the word *decompression*, a familiar word *press* is surrounded by three **affixes**. Adding *com–* changes the word's meaning to "press together." Adding *–sion* changes the meaning to "act of pressing together." And adding *de–* changes the meaning to "undo the act of pressing together." What other Vocabulary word has a familiar word inside it? How do the affixes change the meaning of that familiar word?

Learn It Online

There's more to words than just definitions. Get the whole story on:

go.hrw.com H9-401 Go

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MAGAZINE ARTICLE

What Is **Wrong** with This Document?

by Juan T. Presso

Read with a Purpose Read these selections to evaluate the logic of functional documents.

When you are downloading a software game, putting together your cousin's new swing set, or following the prompts on an ATM or voice-mail system, you are using functional documents. "Wait a minute!" you are probably saying. "Aren't documents pieces of paper? Can on-screen or voice prompts be considered documents?" Yes, they can, if you remember this: Someone wrote the words and decided on the sequence of the procedure that you see on the ATM screen or hear when you reach a voice-mail system.

When functional documents are well-written, they are easy to follow. When they are not well-written, they can cause serious misunderstanding. When a functional document is poorly written, chances are that either a critical piece of the information you need has been left out or the information is not presented in a logical, step-by-step sequence. Either way, you end up scratching your head and thinking, "Huh?" A

A **Informational Focus** **Evaluating Logic** What are the consequences of poorly written documents?

Vocabulary **critical** (KRIHT uh kuhl) *adj.:* essential; important.

Missing a Step

Let's say, for example, that you are installing memory chips in a laptop computer that has been designed to let you do this. The first step tells you, in big block letters, to unplug the computer and remove the battery. You follow each of the next twenty steps flawlessly. The illustrations actually match what you see, and you are confident that you have done everything correctly. The last step tells you to turn the computer on. You take a deep breath, press the On switch, and . . . nothing. No lights, no whirring, no little *chucka-chucka-chucka* sounds. Finally, you think, "Duh. Plug it in."

We've all been there. The instructions omitted that vital step. As obvious as the step may have seemed to the person who wrote the document, it is still necessary to tell you when it's safe to plug the computer back in, especially after you've been instructed to unplug it. Such a failure in logic creates confusion, and creating confusion is not what a functional document should do.

A Step Out of Order

Let's take a look at a page from an instruction manual to see what happens when a step is not in the correct sequence.

Did you notice that step 7 is clearly out of order? If you were trying to follow these directions, you'd have to decide whether it should go after step 3, 4, or 5. Logic will tell you that it should go after step 3, since you will need a connection to the wireless system in order to turn it on. But wouldn't it have been nice if the instructions had told you that?

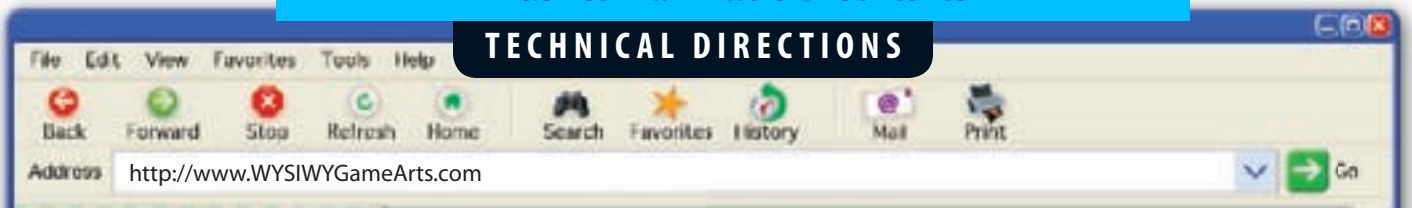
Installing Your Wireless Access

1. Your new wireless system will use your existing cable-modem service to access the Internet. Test to see whether the cable connection is working by going to your home page in the usual way. If the connection is working, go on to steps 2–7.
2. Shut down your computer.
3. Unplug the cable modem from your computer.
4. Turn the wireless system on. B
5. Restart your computer.
6. Check to see that the wireless system has taken you back to your home page.
7. Plug the cable modem you unplugged from your computer into the wireless system.

B **Reading Focus** **Asking Questions** What question might you ask here?

Vocabulary **flawlessly** (FLAW lihs lee) *adv.:* without error; perfectly.

TECHNICAL DIRECTIONS



WYSIWYGAME ARTS

Build Background

G. Cruze wants the instructions on how to download software from the WYSIWYGame Arts Web site to be easy and clear for readers to follow. Below are the instructions provided by the technical support crew at WYSIWYGame Arts. Critique the logic and clarity of their instructions.

The Show Must Go On

Five Easy Steps to Downloading Software

1. Click on Download Now.
2. Decompress your download on a PC.
3. Install the game software on the hard drive of your PC.
4. Clean up your desktop directory.
5. Download decompression software.

Step 1: Click on Download Now

a. The download window will appear.
b. Click on OK for the download to begin.
c. Your browser will automatically download the file to the folder you have specified.

Step 2: Decompress Your Download on a PC

A

NOTE: This game has been compressed for faster file downloading. PC files will download in .zip format.

a. Double-click on the icon with the .zip extension. Your decompression software will load.
b. Click on Extract.
c. Select the destination folder, and click on Extract again. The file will appear in that folder.

Step 3: Install the Game Software on the Hard Drive of Your PC

a. Click on Install on the button bar, or click on Next as prompted.
b. Follow the prompts.

Step 4: Clean up Your Desktop Directory

Delete the compressed file ending in .zip, and empty the trash or recycle bin. Once the game software has been installed, you will no longer need this file.

Step 5: Download Decompression Software

Click on this step for .zip, .arc, .arj, .gz, and .z files. Files that end in .exe or .sea do not need decompression software.

B

Read with a Purpose Which set of directions, the instruction manual or the technical directions, was clearer? Was either error-free? Explain.

A **Reading Focus** **Asking Questions** What questions might you ask here?

B **Informational Focus** **Evaluating Logic** Are steps 4 and 5 logical? Why or why not?

Vocabulary **decompression** (dee kuhm PREHSH uhn) *n.* used as *adj.*: here, having the ability to expand a compressed file.

Applying Your Skills

Reading Standard 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

What Is Wrong with This Document? / WYSIWYGame Arts

Standards Review

Informational Text and Vocabulary

1. In the WYSIWYGame Arts technical directions, which step is out of **sequence**?

A step 1
B step 2
C step 3
D step 5

2. Where *should* the step that is out of **sequence** be placed?

A after step 1
B after step 2
C after step 3
D after step 4

3. The *most* **logical order** for giving instructions in any functional document is

A alphabetical order.
B order of importance.
C step-by-step order.
D spatial order.

4. Step 2 will probably leave an inexperienced computer user *most* uncertain about which question?

A I'm supposed to double-click on *what*?
B *What* do I have to do to make the decompression software load?
C *How* do I select a destination folder (and what is it)?
D *Why* exactly did I think I wanted this computer game anyway?

5. A dance move performed *flawlessly* is done

A awkwardly.
B gracefully.
C perfectly.
D pointlessly.

6. When software undergoes *decompression,* it

A expands to normal size.
B is compressed inward.
C changes its shape.
D becomes much smaller.

7. A *critical* piece of information is

A judgmental.
B mean.
C useless.
D essential.

Writing Skills Focus

Timed Writing Write a brief evaluation of the WYSIWYGame Arts technical directions. Are the steps in a logical order? Is the information clear and easily understood? What possible misunderstandings could occur? How could misunderstandings be prevented? Write your suggestions for changes.

What Do You Think Now?

What have these documents shown you about the importance of logic in our everyday lives?

Back to main Table of contents

INFORMATIONAL TEXT FOCUS

Reading Documents from Real Life

CONTENTS

WEB PAGE
FBI Art Crime Team
page 408

NEWSPAPER ARTICLE
Collection Is Found to Contain Stolen Rockwell Art
page 410

Forensic scientist lifts fiber evidence using clear tape.

What Do You Think?

How can sharing information lead to success?

QuickWrite

Have you ever heard a story on the news and wondered what information you *hadn't* been told? Think of a recent news story and make a list of questions that you would like to have answered.

WEB PAGE & NEWSPAPER ARTICLE

Preparing to Read

Reading Standard 2.3 Generate relevant questions about readings on issues that can be researched.

FBI Art Crime Team / Collection Is Found to Contain Stolen Rockwell Art

Informational Text Focus

Generating Research Questions When you research a topic, you aim to build and deepen your understanding of the subject. You will find that doing research is often a question-and-answer process. You begin by looking at a subject and assessing what you already know about that subject. Then, you ask questions about the details and do research to answer these questions. Asking good questions is the key to doing research that will lead to an interesting, informative report.

Into Action A good method for generating research questions is to ask the ***5W-How?* questions:** *Who* was involved? *What* happened? *When* and *where* did it happen? *Why* and *how* did it happen? Fill out the following *5W-How?* chart as you read these articles about art crime.

Who?	What?	When?	Where?	Why?	How?
FBI Art Crime Team					

Vocabulary

FBI Art Crime Team

inception (ihn SEHP shuhn) *n.:* start of something; beginning. *Since the team's inception, it has recovered stolen art worth more than $65 million.*

Collection Is Found to Contain Stolen Rockwell Art

legitimate (luh JIHT uh miht) *adj.:* complying with the law. *Spielberg bought a stolen painting through a legitimate art dealer.*

Reading Skills Focus

Taking Notes When doing research, keep a notepad or self-adhesive notes at your side. You can use them to write down page numbers, quotes and statistics, and information for your *Works Cited* list. more

Writing Skills Focus

Preparing for **Timed Writing** As you read these selections, list your questions in your *Reader/Writer Notebook*. You may find that one question leads to another. Think about where you might find answers for your questions.

Language Coach

Word Derivations The Latin word *legitimus* means "lawful." Which word on the list above is the English word meaning the same thing? What other words do you know that are derived from *leg,* meaning "law"?

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Learn It Online

Supplement your learning with *PowerNotes* at:

go.hrw.com H9-407 Go

Back to main Table of contents

WEB PAGE

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print

Address http://www.fbi.gov/hq/cid/arttheft/artcrimeteam.htm Go

Federal Bureau of Investigation

HOME | SITE MAP | FAQ's

SEARCH

Read with a Purpose
Read these two selections to learn about the FBI Art Crime Team.

Contact Us
- Your Local FBI Office
- Overseas Offices
- Submit a Crime Tip
- Report Internet Crime
- More Contacts

Learn About Us
- Quick Facts
- What We Investigate
- Natl. Security Branch
- Information Technology
- Fingerprints & Training
- Laboratory Services
- Reports & Publications
- History
- More About Us

Get Our News
- Press Room
- E-mail Updates
- News Feeds

Be Crime Smart
- Wanted by the FBI
- More Protections

Use Our Resources
- For Law Enforcement
- For Communities
- For Researchers
- For Kids
- More Services

Apply for a Job

About Us

Art Theft Program Home

Criminal Investigative Division
America's Criminal Enterprise
Major Theft Unit

Art Crime Team

The FBI established a rapid deployment Art Crime Team in 2004. The team is composed of twelve Special Agents, each responsible for addressing art and cultural property crime cases in an assigned geographic region. The Art Crime Team is coordinated through the FBI's Art Theft Program, located at FBI Headquarters in Washington, D.C. Art Crime Team agents receive specialized training in art and cultural property investigations and assist in art-related investigations worldwide in cooperation with foreign law enforcement officials and FBI Legal Attaché offices. The U.S. Department of Justice has assigned three Special Trial Attorneys to the Art Crime Team for prosecutive[1] support. A

Since its inception, the Art Crime Team has recovered over 850 items of cultural property with a value exceeding $65 million. These include:

- Approximately 700 pre-Columbian artifacts.[2] The objects recovered in Miami were the result of a sting operation in coordination with the Ecuadorian authorities.

1. **prosecutive** (PRAH suh kyoo tihv): relating to legal proceedings in court against someone.
2. **pre-Columbian artifacts:** tools and objects dating from the time period before Columbus arrived in the Americas.

A **Informational Focus** **Generating Research Questions** Which of the *5W-How?* questions are answered in this paragraph?

Vocabulary **inception** (ihn SEHP shuhn) *n.*: start of something; beginning.

- Three paintings by the German painter Heinrich Buerkel (1802–1869), stolen at the conclusion of World War II and consigned[3] for sale at an auction house near Philadelphia in 2005.
- Rembrandt's *Self Portrait* (1630) in a sting operation in Copenhagen carried out in cooperation with ICE[4] and law enforcement agencies in Sweden and Denmark. The FBI had previously recovered Renoir's *The Young Parisian*. Both paintings had been stolen from the Swedish National Museum in Stockholm in 2000. B
- Approximately 100 paintings that had been stolen from a Florida family's art collection in a fine art storage facility. This collection included works by Picasso, Rothko, Matisse, and others that were recovered from Chicago, New York, and Tokyo.
- An extremely rare, experimental Springfield "Trapdoor" rifle to the Armory Museum in Springfield, Massachusetts. It had been stolen from the Armory Museum in the 1970s.
- Native American ceremonial material and eagle feathers belonging to the Taos Pueblo. The items included a war bonnet and a "Butterfly Bustle." With the assistance of the Bureau of Indian Affairs, the items were returned to the Taos Pueblo.
- Four rare books stolen from Transylvania University in Lexington, Kentucky. Among the items recovered were rare pencil sketches by John James Audubon and a first edition of Charles Darwin's *On the Origin of the Species*.
- Eight cylinder seals taken from archaeological sites in Iraq. C

3. **consigned** (kuhn SYND): sent or delivered, as goods to be sold.
4. **ICE:** acronym for U.S. Immigration and Customs Enforcement.

B **Informational Focus** **Generating Research Questions** If you wanted to narrow your topic and focus on this particular art crime, what questions could you ask to help generate research questions?

C **Informational Focus** **Generating Research Questions** Does this article answer all the *5W-How?* questions? Explain.

Internet

NEWSPAPER ARTICLE

Collection Is Found to Contain Stolen Rockwell Art A

from **The New York Times,** March 4, 2007

Build Background

Norman Rockwell (1894–1978) was a famous American painter who for forty-seven years illustrated covers for the magazine *The Saturday Evening Post*. Rockwell's work is known for its humorous tone and focus on American families and small-town life. The American public had always embraced Rockwell's work, but some art critics were dismissive of his efforts. Despite the critics, President Gerald Ford awarded Rockwell the Presidential Medal of Freedom.

LOS ANGELES, March 3 (AP) — A Norman Rockwell painting stolen from a gallery in Clayton, Mo., more than three decades ago was found in Steven Spielberg's[1] art collection, the F.B.I. said Friday.

Mr. Spielberg bought the painting, *Russian Schoolroom,* in 1989 from a legitimate dealer and did not know it was stolen until his staff spotted its image last week on a Federal Bureau of Investigation Web site listing stolen works of art, the bureau said in a statement.

After Mr. Spielberg's staff brought it to the attention of the authorities, experts inspected the painting at one of Mr. Spielberg's offices and confirmed its authenticity on Friday. Early F.B.I. estimates put the painting's value at $700,000, officials said.

Mr. Spielberg is cooperating and will retain possession of the painting until its "disposition can be determined," the bureau said.

The painting, an oil on canvas, shows children in a classroom with a bust of Lenin.[2] Mary Ellen Shortland, who worked at the Clayton Art Gallery, recalled that someone from Missouri paid $25,000 for the painting after seeing it during a Rockwell exhibition.

The client agreed to keep it on display, she said, but a few nights later someone smashed the gallery's glass door and escaped with the painting. B

"That was all they took," Ms. Shortland said. "That's what they wanted, that painting."

There was no sign of the work for years. Then in 1988, it was auctioned in New Orleans.

In 2004, the F.B.I.'s newly formed Art Crime Team initiated an investigation to recover the work after determining it had been advertised for sale at a Rockwell exhibit in New York in 1989.

It was not immediately known whether Mr. Spielberg bought the painting at that New York exhibit.

Russian Schoolroom appeared in *Look* magazine, but Rockwell is best known for more than 300 covers he did for *The Saturday Evening Post.*

Read with a Purpose What is the primary duty of the FBI Art Crime Team?

1. **Steven Spieberg:** American movie director and producer.
2. **Lenin:** Vladimir Ilich Lenin (1870–1924), founder of the former Soviet Union, of which Russia was a part.

A **Informational Focus** **Generating Research Questions**
What *5W-How?* questions does the title answer?

B **Informational Focus** **Generating Research Questions**
What other questions might you ask about the original theft?

Vocabulary **legitimate** (luh JIHT uh miht) *adj.:* complying with the law.

WEB PAGE & NEWSPAPER ARTICLE

Applying Your Skills

Reading Standard 2.3 Generate relevant questions about readings on issues that can be researched.

FBI Art Crime Team / Collection Is Found to Contain Stolen Rockwell Art

Standards Review

Informational Text and Vocabulary

1. What is the **main idea** of these two informational pieces?

A Stealing FBI art is a crime.
B Norman Rockwell paintings are stolen.
C A new FBI team recovers stolen art.
D The FBI is taking job applications.

2. If you wanted to do more research on the FBI Art Crime Team, which of the following would be the *best* question to ask?

A When was the FBI Art Crime Team founded?
B Why was the FBI Art Crime Team created?
C Is the FBI Art Crime Team in charge of stolen art in other countries?
D What does FBI stand for?

3. If you wanted to do more research on the stolen Rockwell painting, which of the following sources would be the *best* to consult?

A an art database listing Rockwell's paintings
B an encyclopedia article about the FBI
C an Internet message board about art crimes
D a Steven Spielberg movie

4. If you were investigating the theft of *Russian Schoolroom,* which of the following questions would be the *best* question to ask?

A Where did Spielberg's art dealer get the painting?
B How much did Spielberg pay for the painting?
C Who knew that Spielberg had the painting?
D What will happen to the painting once the investigation is over?

5. A news story about a group's *inception*, tells you about the group's

A beginning.
B organization.
C ideas regarding the community.
D distinguishing characteristics.

6. A *ceremonial* robe is used for a

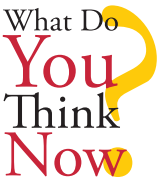
A baseball game.
B business meeting.
C special occasion.
D costume party.

7. What is an antonym for the word *legitimate*?

A judge
B illegal
C lawful
D lawyer

Writing Skills Focus

Timed Writing Review your completed *5W-How?* questions chart. Then, consider what questions were *not* answered on the Web page or in the article. If you were to do your own investigation of the stolen Rockwell painting, what other questions might you ask? Cite examples from the texts in your response.



How did sharing information help lead to the recovery of stolen art?

STANDARDS REVIEW

Informational Skills Review

Documents for Life **Directions:** Read the passage below and answer the questions that follow. Questions 6–18 are general questions about functional documents.

Employee Manual
Using the Office Defibrillator

Basic Information

Defibrillators are devices that treat irregular heart rhythms with electrical shock. The first successful use of a modern defibrillator was in 1947, when Dr. Claude Beck used an electrical shock device he designed to revive a dying heart patient in an operating room. Since then, defibrillators have been improved on and produce everyday miracles.

A defibrillator consists of a generator, leads, and electrodes. The generator provides power and houses the controls. It is a small computer that runs on a battery and generates a pulse. The electrodes are used to deliver a correcting electrical shock through the skin to the patient's heart. The device can assess a patient's needs and respond in kind. When the electrodes are placed on the patient, the computer that controls the device reads the heart rhythm and determines its type. The device then provides a personalized level of power and shock. If no need is detected, the device will not allow shock to be administered.

Emergency Model

Emergency defibrillators, such as the one in our office, are portable and can often be found hanging on the walls of public places. Ours hangs to the right of the door inside our cafeteria.

Some devices have metal paddles with insulated handles. Ours has adhesive electrodes. They are a bit slower to use but minimize steps and reduce the risk of shock to the operator, because the operator can stand several feet away. To make certain that no one else receives a shock, operators must make certain that no one is touching the patient when the shock is delivered.

Placing the Electrodes

The proper placement of the electrodes is important. This is the one element the device cannot control itself, and it is critical to an effective rescue.

For long-term assessment and treatment:

1. One electrode is placed over the lower part of the chest, in front of the heart, at the patient's left side.
2. The second electrode is placed on the patient's back, behind the heart and between the scapula (the two flat, triangular bones in the back of the shoulders).

When the first method is inconvenient:

1. One electrode is placed at the patient's right, below the clavicle (collarbone).
2. The second electrode is placed at the patient's left, below and left of the pectoral muscle (large chest muscle).

Reading Standard 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. **Reading Standard 2.2** Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. **Reading Standard 2.6** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet. **Reading Standard 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

1. What is the **purpose** of this document?

A to explain business practices
B to provide technical directions
C to describe office equipment
D to outline a public policy issue

2. The **format** of the document includes

A key words in boldface.
B boldface headers.
C graphic illustrations.
D a chronological sequence.

3. The directions for placing the electrodes are

A given at the beginning of the document.
B shown in numbered lists.
C called out with boldface type.
D shown in reverse order.

4. The directions for placing the electrodes could be made clearer by

A numbering the steps.
B reordering the steps.
C adding extra steps.
D including illustrations.

5. If you needed to use the defibrillator right away, which of the following would you do?

A Take notes in the margins.
B Scan the document for directions.
C Ask questions to critique the text.
D Slowly read the defibrillator's history.

6. Which **consumer document** is *most* likely to help you if you have trouble figuring out how to operate a device?

A a contract
B an instruction manual
C a warranty
D product information

7. The **purpose** of a limited warranty is to provide

A some protection if a product is defective.
B a lifetime provision for repair of a product.
C directions for operating a product.
D a lifetime guarantee of a product.

8. For product warranties to be effective, the manufacturer usually requires that the purchaser

A mail a registration card to the manufacturer.
B pay full price, not a reduced price, for the product.
C wait at least thirty days before requesting repairs.
D sign a legal contract with the manufacturer.

9. Which of these **consumer documents** would *most* likely tell you how many phone numbers you can store in a cell phone's memory?

A a warranty
B product information
C safety information
D a contract

STANDARDS REVIEW

Informational Skills Review CONTINUED

10. A shareware agreement is a type of
- **A** software program.
- **B** contract.
- **C** warranty.
- **D** Web browser.

11. A *Works Cited* list is different from a parenthetical citation because it lists
- **A** the Internet sources consulted.
- **B** all the sources consulted and cited in a paper.
- **C** the most important sources consulted.
- **D** sources in logical order.

12. In preparing a *Works Cited* list, you should
- **A** divide a URL only after a period.
- **B** divide a URL only after a slash.
- **C** divide a URL anywhere in the address as long as you use a hyphen.
- **D** not divide a URL.

13. According to MLA style, what is the correct way to cite a URL?
- **A** within parentheses
- **B** within slash marks
- **C** within angled brackets
- **D** within dashes

14. Which of the following is *not* an example of a **public document?**
- **A** an advertisement for computer software
- **B** a police brochure about avoiding theft
- **C** a government memo about flu shots
- **D** a train schedule for summer service

15. A set of **technical directions** is badly flawed if it
- **A** omits a step.
- **B** puts a step in the wrong order.
- **C** does either A or B
- **D** does neither A nor N

16. What is the purpose of a **workplace document?**
- **A** to eliminate some jobs
- **B** to increase paperwork
- **C** to help employees get the job done
- **D** to decrease unemployment

17. An employee manual will tell you
- **A** how to find a new job.
- **B** how to get along with others.
- **C** about federal employment policies.
- **D** about workplace rules and policies.

Timed Writing

18. Think about a product you have used recently. Then, write a business letter to the manufacturer that either praises the product or describes a flaw. Be sure to use the proper business-letter format.

STANDARDS REVIEW

Vocabulary Skills Review

Reading Standard 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Context Clues

Directions: Use the context clues to choose the *best* meaning for the italicized word.

1. It is easier to *scan* color photos with this new hardware.

A copy into a computer file
B edit in a computer program
C paste into a different file
D delete from a computer

2. When you choose your character in the game, you have several *options.*

A games
B places
C choices
D openings

3. The Internet is an *expansive* source of good information.

A unreliable
B complicated
C extensive
D reluctant

4. It is *critical* to copy the Web address of a Web page into your list of sources so that readers can find the Web page themselves.

A essential
B time-consuming
C unwise
D not important

5. I am a *diligent* student, and I plan to go to college.

A graduating
B straight-A
C hardworking
D intelligent

6. Using attractive graphics will *differentiate* your computer game from all the others. In this sentence, *differentiate* means

A distinguish.
B discover.
C display.
D designate.

Academic Vocabulary

Directions: Choose the correct meaning of the italicized Academic Vocabulary word.

7. What are the *consequences* of arriving late to school?

A benefits
B punishments
C results
D aspects

8. The advertisement does not *specify* the product's ingredients.

A clearly state
B mention
C emphasize
D criticize

Read On

For Independent Reading

WEB SITE

National Safety Council

The goal of the National Safety Council is to "educate and influence people to prevent accidental injury and death." Its Web site contains hundreds of tips on how to make home, driving, and work safer. From "22 Safety Items No Home Should Be Without" to defensive driving for teens to the unsafe decibel level of pig squeals, it's hard to find a safety category not covered. Because more than 100,000 deaths occur from accidents each year in the United States, www.nsc.org is a Web site that everyone should visit.

NONFICTION

Words Fail Me

If you think books on writing and grammar are boring, think again. In *Words Fail Me*, Patricia T. O'Conner takes a comedic approach to writing. O'Conner covers all the basic rules of writing while still managing to make her readers laugh. In short, snappy chapters, she covers topics such as "Pronoun Pileups," "Verbs That Zing," and "What to Do When You're Stuck." Next time you're having trouble with a report or a letter, page through this book and you'll find that it isn't your average writing book.

WEB SITE

Ben's Guide

This is Ben, as in Benjamin Franklin: founder, inventor, and diplomat. His Web site is devoted to giving you information about state and federal government. Here you can learn how to write members of Congress from your state and discover state mottoes, songs, birds, and flowers. You can investigate important historical documents such as the Federalist Papers and the U.S. Constitution. You can also learn how laws are made and what career opportunities there are in the government. The site even includes games and activities. For all this and more, go to http://bensguide.gpo.gov.

WEB SITE

Youth@Work

Suppose you've gotten a summer job, but now you think you are a victim of discrimination by your boss or a co-worker. Go to Youth@Work, a Web site run by the Equal Employment Opportunity Commission, a federal agency whose goal is to eliminate discrimination from the workplace. This Web site explains that, as an employee, you have the right to work free of discrimination and harassment. It tells you how to file a complaint without fear of punishment. It includes real cases, such as one about a store that refused to hire two young men because they were hearing impaired. For more, visit http://youth.eeoc.gov.

WEB SITE

Consumer Action

This very useful government Web site contains information on such topics as locating your local Better Business Bureau, understanding credit, and protecting your identity from theft. It tells you how to stop junk mail and how to write a complaint letter (complete with sample). You can even order a free copy of the *Consumer Action Handbook* to have this information available for easy reference. Visit http://www.consumeraction.gov.

FICTION

Tooth and Nail

Like mystery novels? Need to begin studying for the Student Aptitude Test (SAT)? You can do both at the same time by reading *Tooth and Nail* by Charles Harrington Elster and Joseph Elliot. This book is a lively mystery novel that contains more than 1,200 highlighted SAT vocabulary words. Not only will you enjoy a great story, but you'll also prepare yourself for college.

WEB SITE

United States Government Web Portal

At http://www.usa.gov, you'll find a wealth of great information. Included are links to Web sites under such headings as "Science and Technology" or "Travel and Recreation," and many other interesting topics. For example, under the heading "Reference and General Government," you can access sites dealing with libraries (such as lists of all the books in the Library of Congress), data and statistics (including the federal budget, which shows where our tax dollars go), and government news (such as where to find the cheapest gasoline).

WEB SITE

Consumer Reports

Consumer Reports is a monthly magazine that reviews thousands of products and rates them from "excellent" to "poor." The annual issue that rates cars from best to worst is a major event. The magazine will even give you advice on how to negotiate for the best deal when buying a new or used car. The magazine and Web site (http://www.consumerreports.org) also review appliances such as refrigerators, vacuum cleaners, computers, and electronics such as cell phones and TVs.

Learn It Online

Explore other topics—and find tips for choosing, reading, and studying works—at:

go.hrw.com H9-417 Go